

1-1-1937

The possible contribution of home economics to the development of the men and women students in the Negro junior college of Little Rock, Arkansas

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THE POSSIBLE CONTRIBUTION OF HOME ECONOMICS TO THE
DEVELOPMENT OF THE MEN AND WOMEN STUDENTS
IN THE NEGRO JUNIOR COLLEGE OF
LITTLE ROCK, ARKANSAS

by

Lenora Patton Williams

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A Thesis Submitted to the Graduate Faculty
for the Degree of

MASTER OF SCIENCE

Major Subject Home Economics Education

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INTRODUCTION

Dunbar Junior College is a part of the public school system for Negroes of Little Rock, Arkansas. At the present time the only curricula offered in this institution are the teacher training curriculum, which is specifically planned for training elementary school teachers, and a general curriculum which includes two years of college work prerequisite to professional schools. It is believed that these curricula, as they exist at present, do not meet all the needs of the students. The administration and the student body have displayed a great interest in incorporating a home economics program into the curricula. Therefore, it seemed desirable to make some study of the situation which would aid in formulating a home economics program which would enrich the present offerings of the Dunbar Junior College.

Since men as well as women contribute greatly to homemaking and home living educators are recognizing that consideration should be given to the possible contribution that home economics could make to both men and women students. Norton and Norton¹ say:

¹Norton, J. K. and Norton, M. A. Foundation of Curriculum Building. p. 538. Ginn & Co., 1936.

Principles of home living and homemaking, as well as such problems in personal living as food, clothing, and shelter, concern boys and men as well as girls and women. Harmonious relationships among members of the family cannot be realized if education in home management and family living is sex-limited. Homemaking is not an obligation of women only; it is an equal obligation upon men. There is, of course, a discussion of labor and a division of function. These need to be recognized in the preparation of both the boy and the girl for homemaking, so that later each will sense his obligation in the cooperative venture of establishing and maintaining a home.

Accepting this point of view a study was made to determine certain needs, interests, and activities relating to personal problems and to the home and family life of the men and women which this institution serves. These needs, interests, and activities will be used to suggest places of enrichment for the present courses, new courses, and better uses of extra-class activities in relation to a home economics program. The data should also enable the teachers to understand better the individual student's problems of personal and of home and family life.

REVIEW OF LITERATURE

Although many studies have been made concerning curriculum construction and revision only one, as far as the author was able to discover, has been made relative to home economics curricula at the junior college level.

Banks¹ made a study of former women students and of the curricula of other junior colleges to serve as a basis for a suggested home economics curriculum at Northeast Oklahoma Junior College. The methods used in collecting data for this study were questionnaires and interviews. Forty-seven former students were interviewed to determine certain of their needs by requesting the students to:

1. Make a list of present and future occupational needs
2. State whether college work was continued elsewhere
3. List home economics courses taken and benefits derived from each.
4. Check the areas in home economics in which they felt a need for further information and ability.

Questionnaires were sent to thirty junior colleges of the southwest to secure the objectives of the home economics

¹Banks, Marie. A suggested home economics curriculum for Northeast Oklahoma Junior College. Unpublished Thesis. Library, University of Oklahoma, Norman, Oklahoma. 1933.

curricula in these schools.

The general conclusions reached were that:

1. The needs of the students are homemaking and teaching, and that the teaching is chiefly in the elementary grades.
2. The primary objectives in the greater percentage of the junior colleges studied were found to be concerned with these same problems.
3. The suggested changes in the basic courses consist of adding one new course, child care and development, and increasing emphasis on the managerial phases, and on family and social relationships in all courses.

No studies related to home economics curriculum construction in Negro junior colleges were found. However, two surveys were found concerning a similar problem in secondary schools for Negroes. A brief summary of these studies are given here and more detailed results will be found in the discussion of the present study.

Owens¹ made a study of home activities and housing conditions of Negro girls in rural secondary schools of Virginia as an index of their curricular needs. Questionnaires were employed to secure information on home activities and housing conditions.

¹Owens, E. A. Home activities and housing conditions of Negro girls in the rural secondary schools of Virginia as an index to their curriculum needs. Unpublished Thesis, Library, Iowa State College, Ames, Iowa. 1932.

The conclusions from this study were:

1. That it would seem advisable to include training in the managerial and social phases of home economics.
2. That because many mothers are employed, and many girls work at home without supervision, manipulative work should be carried on in school to the stage of skill.
3. That home economics in high school should have as one of the major objectives the improvement of the dietetic practices of the group.
4. That since many of the girls will probably engage in wage-earning occupations in which household equipment is used, it would seem that training in care, selection, and use of equipment for given communities and for different incomes should be given.

In 1936 Yerwood¹ made a study of certain housing conditions and activities of Negro girls in federally aided schools in Texas as one index of their educational needs. The questionnaire method was also used to conduct this survey.

¹Yerwood, A. M. Certain housing conditions and activities of Negro girls enrolled in federally aided schools in Texas as one index to their curriculum needs. Unpublished Thesis. Library, Iowa State College, Ames, Iowa. 1936.

From the results of this survey it was concluded that:

1. There is a need in the Belton community for the desire and ability to improve the Negro family's physical environment to provide maximum comfort, convenience, and beauty.
2. There is a need for the development of ideals and standards of personal, domestic, and community hygiene, and domestic and community sanitation.
3. There is a need for some contribution to Negro family relationships which will result in more wholesome family life and an appreciation of the rights of other people.
4. There is a need for an understanding of the physical, mental and emotional development of children of all ages, and some attempt to develop skill in the technique of child care and guidance.
5. There is a need for the development of some worthwhile leisure time activities.
6. There is a need for some improvement in the buying practices of the Negro family.
7. There is a need for training for economic improvement through activities which will supplement the Negro family's income. Home economics should develop some skill in the managerial and manipulative phases of homemaking.

METHOD OF PROCEDURE

During the development of this study a series of items pertaining to certain needs, interest, and attitudes of the students and attitudes of the parents concerning the home and school life of the child were formulated. The method used was to analyze the literature relating to the philosophy of home economics education and to adolescent's needs and the experiences of the author in her contacts with students during her teaching experience in the Dunbar High School.

As a result of studying feasible methods for securing the data relating to these needs, interests, and attitudes it seemed advisable to obtain data for this study by use of questionnaires, interviews, and observations.

A questionnaire was developed to ascertain certain needs, interests, and attitudes of the students considered in this study. An interview form was also made to secure from the parents their attitudes concerning the home and school life of the child, and from certain personnel officers in the school data relating to certain student problems in the school.

To determine the clarity of the questionnaire and to approximate the time required to secure the desired information a trial questionnaire was filled out by two Negro girls, one a twelfth-grade pupil in the Ames High School and the other a freshman student at Iowa State College. The results of the preliminary test indicated no need for changes in the questionnaire.

Information was secured from the twelfth-grade pupils of Dunbar High School and from the freshman students of Dunbar Junior College, Little Rock, Arkansas, because these individuals will largely comprise the junior college student body during the years of 1937-1939. These students were supervised by the author during the filling out of the questionnaires. A careful check revealed that many errors and omissions had been made in answering the questions, hence the questionnaires were returned immediately to the students with the request that these mistakes be rectified. This close supervision resulted in usable data from 190 of the 197 students enrolled.

The groups used in this study are indicated in Table I.

TABLE I.
GROUPS USED IN THE STUDY

Groups	No. of students answering	No. of students enrolled
Twelfth-grade girls	77	77
Twelfth-grade boys	55	55
Freshman girls	38	44
Freshman boys	20	21
Total	190	197

A form was developed as a guide in holding the interviews with parents relative to their attitudes toward the relationship of child, school, and home. The mother of two Negro girls used in trying out the student questionnaire was interviewed to determine the practicability of the plan to be followed in the interviews with parents. The results of this trial indicated that the questions were adequate to secure the data desired.

Twelve parents were selected for the interviews by the principal of Dunbar High School and Dunbar Junior College. The selections were made in an attempt to secure a typical group of parents by sampling the various educational and economic levels of the parents of the students in the junior college and high school. The group of parents interviewed included four fathers and nine mothers,

in one instance both the father and the mother were contacted. Visits were also made to six additional homes and accompanying one of the high school teachers who was visiting the homes of her pupils, which gave a further idea of conditions of home and family life.

Certain information concerning the students that could not be secured by home visits or by student questionnaires was collected by interviews with those persons having most to do with the personnel problems of the school: the dean of women, the dean of the junior college, and the educational guidance director.

In addition to the student questionnaires, the interviews, and home visits, observations were made of the following school activities: two assembly gatherings, the passing of classes through the halls and eating in the cafeteria during the lunch period. From these observations some idea of problems relating to personal appearance and social behavior were obtained.

All of the information collected in the questionnaires was divided for tabulation according to the level, namely, high school and junior college. It was believed that the data secured by certain questions would be more useful in comparing the needs, interests, and attitudes of the

students when divided on a basis of sex.

The information obtained by the personal interviews and observations was analyzed and used to supplement the findings from the questionnaire.

FINDINGS

Although Dunbar High School and Junior College are municipal public schools designed primarily to serve the Negroes of Little Rock, many pupils come from other towns. This is the only Negro public high school and junior college in Arkansas with an "A" rating in the North Central Association of colleges and secondary schools.

TABLE II

PERCENTAGE OF LITTLE ROCK AND OUT OF TOWN STUDENTS
USED IN THIS STUDY

Location of Homes	High School		Junior College		Per cent of Total
	No.	%	No.	%	
Little Rock	95	71.9	38	65.5	70.0
Another town	25	19.0	15	25.9	21.1
Farm	12	9.1	5	8.6	9.0

Table II indicates that approximately one-third of both groups live out of town.

TABLE III

LIVING ARRANGEMENTS OF OUT OF TOWN STUDENTS

Arrangements	High School		Junior College	
	No.	%	No.	%
Live with other relatives	26	70.3	9	45.0
Work for board and room	9	24.3	8	40.0
Pay cash for room and board	2	5.4	3	15.0
Total	37	100.0	20	100.0

Table III shows the living arrangements of the 57 out of town students. Of the total group 29.8 per cent work for room and board and 8.8 per cent pay cash for room and board.

It was found that high school pupils most commonly live with relatives. The number of junior college students who live with relatives is almost the same as those who work for room and board.

An analysis of the data secured from the dean of women revealed one of the major problems to be that of finding places for a large number of students to live so that they would be properly chaperoned and at the same time would have an opportunity to work for their room and board.

The fathers' occupations were classified according to Sims'¹ socio-economic classification which is made up of five groups:

Group I Professional men, proprietors of large businesses, and higher executives....

Group II Commercial service, clerical service, large land owners, managerial service of a lower order than in Group I, and business proprietors employing from five to ten men....

Group III Artisan proprietors, petty officials, printing trades employees, skilled laborers with some managerial responsibility, shop owners and business proprietors employing one to five men....

Group IV Skilled laborers (with exception of printers), who work for someone else, building trades, transportation trades, manufacturing trades involving skilled labor, personal service. Small shop owners doing their own work....

Group V Unskilled laborers, common laborers, helpers, "hands," peddlers, varied employment, venders, unemployed (unless it represents the leisure class or retired.)....

The unemployed, deceased, separated and not reporting were added to this group.

¹Sims, V. M. The Measurement of socio-economic status. p. 22. Public School Publishing Co., Bloomington, Ill. 1928.

TABLE IV

TYPES OF OCCUPATIONS ENGAGED IN BY FATHERS,
MOTHERS, BOYS, AND GIRLS

Types of Occupations	High School		Junior College	
	No.	%	No.	%
Fathers:				
Professional	11	8.3	4	6.9
Commercial service	5	3.8	2	3.4
Artisan proprietors	23	17.4	6	10.3
Skilled laborers	43	32.6	20	34.5
Unskilled laborers	22	16.7	8	13.8
Unemployed	6	4.5	2	3.4
Deceased	8	6.1	13	22.4
Separated	3	2.3	3	5.2
Not reporting	11	8.3	0	0
Mothers:				
Domestic Work				
(a) At home	33	46.5	16	40.0
(b) Outside home	26	36.6	16	40.0
Non-domestic				
(a) At home	3	4.2	2	5.0
(b) Outside home	9	12.7	6	15.0
Boys:				
Skilled	18	37.5	4	26.7
Unskilled	30	62.5	11	73.3
Girls:				
Domestic	11	37.9	15	83.3
Non-domestic	18	62.1	3	16.7

The largest proportion of paternal occupations, that is, 66.7 per cent of the fathers of the high school pupils and 68.6 per cent of the fathers of the junior college students, were in three groups; skilled laborers, unskilled

laborers, and artisan proprietors. A small proportion, 8.3 per cent of the high school and 6.9 per cent of the junior college, was found to be in the professional group. These facts suggest that very few fathers had a high income.

In general there is observed only a slight difference in the percentage of fathers of the high school pupils and of the junior college students engaged in the various occupations. The larger percentage of separated and deceased fathers existed among the junior college students which may account for this slight variation. In the high school 8.4 per cent of the pupils were affected by this condition whereas in the junior college 27.6 per cent were affected.

A further study of data concerning the fathers' occupations revealed that 85.8 per cent of the fathers worked regularly, the regularity of employment being approximately the same for the high school and junior college groups. The wages received by the fathers, as reported, indicated an average of \$71.81 per month with a range between \$20 and \$300 per month.

Over 50 per cent of the mothers of the high school pupils and about 75 per cent of the junior college stu-

dents worked for wages. This difference may be a result of the larger percentage of the junior college students whose fathers were unemployed, separated from the family, or deceased.

The occupations of the mothers, boys, and girls were classified using the classes suggested by Owens¹.

Of the mothers reported working for wages a large percentage, 83.1 per cent of the high school and 80 per cent of the junior college group, performed domestic work either inside or outside the home. The tendency of the junior college mothers was to work outside the home. This work was somewhat greater than inside the home for wages.

A study of the frequency with which the work was performed by the mothers revealed that 56.6 per cent of the high school and 65.8 per cent of the junior college mothers worked regularly.

The average wages of the mothers of the high school pupils and junior college students were practically the same. The average wage for all the mothers reported was \$24.74 per month, with a range of \$5.00 to \$68.00 per month.

The types of work engaged in by the high school and

¹Owens, E. A. Home activities and housing conditions of Negro girls in the rural secondary schools of Virginia as an index to their curriculum needs. Unpublished Thesis, p. 27. Library, Iowa State College, Ames, Iowa. 1932.

junior college boys were classified as skilled and unskilled. Two kinds of work classified as skilled labor were: carpentry, bricklaying, mechanical and cooking. The term unskilled labor was used to designate the work of bell boys, delivery boys, yard boys, house cleaning, porters, and chauffeurs. The fact is revealed that about three-fourths of the junior college boys and about two-thirds of the high school boys were engaged in unskilled work. Upon further analysis of the data it was found that 84 per cent of all the boys worked outside the home for pay. Three-fourths of the junior college boys and more than four-fifths of the high school boys performed some type of work for pay.

The work in which the high school and junior college girls were engaged is grouped as domestic and non-domestic. It is of interest to note that more than twice as many junior college girls perform domestic work as high school girls. However, about four times as many high school girls perform non-domestic work which consists of playing music, organist at church, running errands, selling milk, and selling magazines.

A comparison of the percentages of boys who worked with that of the girls indicated that more than three-fourths or 84 per cent of all the boys and less than

half or 40.8 per cent of the girls worked outside the home. This does not indicate that the girls need to work less than the boys but may indicate that the opportunities for their employment are limited.

Spafford¹ thinks that a

study of the individual girl should be directed to finding out her assets and liabilities for gainful employment, since opportunities for girls to get acquainted with work of the world during vacation or through part-time jobs during school are fewer than for boys.

A study of the data concerning the number of brothers and sisters that worked for pay showed that 44.7 per cent of the high school pupils and 37.9 per cent of the junior college students reported brothers working. Of this number 61 per cent of the high school and 72.7 per cent of the junior college brothers worked regularly. One-fourth of the high school pupils and one-third of the junior college pupils reported sisters working. One-half of the high school sisters and approximately three-fourths of the junior college sisters were reported working regularly.

No attempt was made to secure information concerning the number of girls and boys who contributed to the support of the family. However, the knowledge of the situation leads one to believe that a large percentage contributed

¹Spafford, Ivol. Fundamentals in Teaching Home Economics, p. 189. John Wiley and Sons, Inc., New York. 1935.

to the family income.

From observation of the working schedules of the family members there seems to be very little time within the home for adequate consideration for education for home and family life. A home economics program should be able to make a worthwhile contribution to the development of students in relation to home and family living problems.

TABLE V

NUMBER OF VEGETABLE GARDENS REPORTED RAISED AT HOME DURING THE FOUR SEASONS OF THE YEAR

Seasons	High School		Junior College	
	No.	%	No.	%
Spring	70	40.9	33	34.0
Summer	56	32.7	37	38.1
Fall	32	18.7	19	19.6
Winter	13	7.7	8	8.3

Many families supplement their income by raising gardens. Figures in Table V indicate that a larger percentage of gardens were raised in the spring and summer than in any other season. The high school families more commonly raised spring gardens and the junior college families more commonly raised summer gardens.

A further examination of data showed that 65.0 per cent of all the high school and 53.4 per cent of all the

junior college students reported that their families raised gardens at least two seasons during the year. However, 34 per cent of the high school group and 24 per cent of the junior college group made no report of gardens.

Since only a small proportion raised gardens in the winter it is evident that few families have gardens all the year.

Although Little Rock is far enough south to raise some type of vegetable garden the year-around, many families did not take advantage of this opportunity. It is possible that some families did not have garden space and others may not have had time to raise gardens since many of the family members worked outside the home. Still others may not have had the desire to raise gardens.

It is believed that the proposed home economics program should help students to recognize that vegetables and other products raised at home may be a means of increasing the family income and of improving the family dietary.

Families may add to their income by producing foods other than vegetables. Data showed that about 50 per cent of the families in this study produced other foods at home. According to Table VI some families produced enough food

for both home use and sale; the majority, however, produced food for home use only.

TABLE VI

THE NUMBER OF FAMILIES PRODUCING CERTAIN FOODS
AND THE PERCENTAGE PRODUCING FOOD
FOR FAMILY USE AND FOR SALE

Food	No. producing food	High School		No. producing food	Junior College	
		Per cent producing food for Home Use	Per cent producing food for Sale		Per cent producing food for Home Use	Per cent producing food for Sale
Eggs	: 54	: 79.6	: 20.4	: 28	: 83.3	: 16.7
Chickens	: 53	: 88.7	: 12.3	: 28	: 89.3	: 10.7
Fruit	: 33	: 100.0	: 00.0	: 16	: 81.3	: 18.7
Milk	: 20	: 80.0	: 20.0	: 10	: 90.0	: 10.0
Butter	: 19	: 68.4	: 31.6	: 10	: 90.0	: 10.0
Pigs	: 15	: 60.0	: 40.0	: 7	: 85.7	: 14.3
	:	:	:	:	:	:

A greater number of families produced eggs, chickens, and fruit than other products. However, eggs, chickens, fruit, and milk were sold by fewer families of high school pupils than were butter and eggs. The families of the junior college students sold more fruit, eggs, and pigs than other products. It is possible that the families who sold butter and pigs are those who lived on the farm or in smaller towns.

TABLE VII

THE AMOUNT OF CANNING DONE IN THE HOMES OF THE STUDENTS

Number of Jars	Fruits				Vegetables				Meat			
	: High		Junior		: High		Junior		: High		Junior	
	: School		College		: School		College		: School		College	
	: No.:	%	: No.:	%	: No.:	%	: No.:	%	: No.:	%	: No.:	%
Practically none	: 28	: 29.2	: 12	: 25.0	: 22	: 32.8	: 17	: 40.5	: 25	: 67.6	: 20	: 87.0
Less than fifty	: 32	: 33.3	: 19	: 39.6	: 27	: 40.3	: 17	: 40.5	: 8	: 21.6	: 2	: 8.7
Fifty to one hundred	: 24	: 25.0	: 13	: 27.1	: 15	: 22.4	: 7	: 16.7	: 2	: 5.4	: 1	: 4.3
More than one hundred	: 12	: 12.5	: 4	: 8.3	: 3	: 4.5	: 1	: 2.4	: 2	: 5.4	: 0	: 0.0
Total	: 96	: 100.0	: 48	: 100.0	: 67	: 100.0	: 42	: 100.0	: 37	: 100.0	: 23	: 100.0

To determine the amount of canning done in the homes the students were requested to check the number of jars of fruits, vegetables, and meats canned. Twenty-five per cent of the high school pupils and 17.5 per cent of the junior college students made no report on canning. It is assumed that no canning was done in the homes of these students.

Of the families who canned food, more than one-third canned fifty or more jars of fruit. As might be expected, more fruit was canned than vegetables. Practically no meat was canned. Naturally, one would not expect the families of many students to can meat since the majority live in urban centers.

From an acquaintanceship with situations in the city and a general observation of home gardens it is probable that too few vegetables are raised at home to justify much canning. There seems to be little need for canning certain vegetables since gardens can be raised in Arkansas the year around.

In order to determine the different methods employed by the students for securing their spending money it was found advisable to divide the data relative to this question according to sex.

TABLE VIII

METHODS EMPLOYED BY THE STUDENTS TO SECURE SPENDING MONEY

Method	High School				Junior College			
	Girls		Boys		Girls		Boys	
	No.	%	No.	%	No.	%	No.	%
Work for it	26	30.2	48	70.6	17	30.9	16	80.0
Ask for it when needed	28	32.6	10	14.7	25	45.5	1	5.0
Given regularly by parents	32	37.2	10	14.7	13	23.6	3	15.0

The methods by which the students got their spending money are shown in Table VIII. Almost one-third of the girls in both groups worked for their spending money. More than two-thirds of the high school boys and three-fourths of the junior college boys worked for their spending money. In contrast to this more girls in both groups asked for money when needed than worked for it, approximately one-third of the high school and one-half of the junior college girls employed this method.

A higher percentage of high school girls and a lower percentage of junior college girls were given money regularly by parents than asked for it. Equally as many high school boys were given money regularly by the parents as asked for it when needed. However, in the junior college

group, three times as many boys received money regularly from parents as asked for it.

In general it may be noticed that each of the three methods was used by the high school girls to secure money with approximately equal frequency and the junior college girls more frequently by request. The boys of each group received most of their spending money by working for it.

Other data showed that approximately 75 per cent of the students in each of the four groups made some such plans for spending money, also that 37 per cent of the students kept records of what they spent. However, in the case of the junior college boys 57.9 per cent kept such records. About one-third of the girls and one-fourth of the boys helped to keep records of what the family spent. Relatively few students in either group had a savings account.

Since all students reported some responsibility in handling money consideration in the educational program should be given the problems involved.

In order to present a picture regarding the housing conditions of the students the data secured from the answers to a series of questions are summarized in Tables IX, X, and XI.

Information pertaining to the average number of family members, relatives, and other persons living in the homes of students was tabulated and summarized in Table IX.

TABLE IX

AVERAGE NUMBER OF FAMILY MEMBERS, OTHER RELATIVES,
AND OTHER PERSONS LIVING IN THE HOMES OF THE STUDENTS

Persons	: High School	: Junior College	: Total
Members of family	: 4.23	: 3.83	: 4.03
Other relatives	: 0.44	: 0.71	: 0.55
Roomers and boarders	: 0.02	: 0.06	: 0.04
Roomers	: 0.11	: 0.34	: 0.22
Light housekeepers	: 0.03	: 0.05	: 0.04

The average size of the immediate family, consisting of father, mother, brothers, and sisters, was 0.4 per cent higher in the high school group than in the junior college group. The average number of people per household for each group was approximately the same, 4.8 and 4.9.

The average size of the household found in this study is 1.4 and 1.9 per cent lower than those found by Owens¹ and Yerwood², respectively.

Owens found the average number of family members living in the home to be 5.8 persons and the average number of persons in the household to be 6.2 and Yerwood an average of 6.7 persons.

¹Owens, E. A. Home activities and housing conditions of Negro girls in the rural secondary schools of Virginia as an index of their curriculum needs. p. 22. Unpublished Thesis, Library, Iowa State College, Ames, Iowa. 1932.

²Yerwood, A. M. Housing conditions and activities of Negro girls in federally aided schools in Texas. p. 23. Unpublished Thesis. Library, Iowa State College, Ames, Iowa. 1936.

TABLE X
AVERAGE NUMBER OF ROOMS PER HOUSE

Rooms	:	High School	:	Junior College
Bedrooms	:	2.65	:	2.64
Living rooms	:	0.97	:	0.91
Dining rooms	:	0.69	:	0.62
Kitchens	:	0.96	:	0.97
Bathrooms	:	0.68	:	0.72
Closets	:	1.74	:	1.78

It was found that the average number in the household was 4.8 persons and that the average number of rooms in the household was three bedrooms, a living room, and a kitchen. Approximately two-thirds of the homes have in addition a dining room, a bathroom, and two closets. Many families have two or more dressers or chest of drawers which could be used to supplement the closet space.

A comparison of the average number in the household to the average number of closets in the home, seems to indicate a problem of storage space with a large percentage of the families. It is believed that home economics should help the students to solve this problem.

TABLE XI

NUMBER OF STUDENTS SHARING THEIR BEDROOMS WITH OTHER PERSONS

Shared with	High School				Junior College			
	Girls		Boys		Girls		Boys	
	No.:	%	No.:	%	No.:	%	No.:	%
One person	46	59.7	27	49.1	18	47.3	10	50.2
Two persons	12	15.5	11	20.0	8	21.1	4	20.0
Three or more persons	4	5.2	1	1.8	5	13.1	1	5.0
	:	:	:	:	:	:	:	:
	:	:	:	:	:	:	:	:

Only 5.7 per cent of the students reported sharing their bedrooms with three or more persons, approximately 18.4 per cent shared their bedrooms with two persons, and 53.1 per cent reported sharing their bedroom with one person.

Sixteen per cent of the high school pupils and 20.7 per cent of the junior college students did not answer the question and it is assumed that these persons do not share their bedroom.

It was revealed by other data that 21.9 per cent of the high school and 10.3 per cent of the junior college families had four or more beds. In addition, 43 per cent of the high school pupils and 75.6 per cent of the junior college students reported cots and couches which could supplement the beds for sleeping purposes.

These data do not suggest overcrowded living conditions. However, individual cases would have to be studied

to determine where such conditions, if any, exist. Should such conditions exist there are many suggestions that home economics could offer the students to alleviate the situation, since home economics centers its study on those problems which are closely related to the home.

Since water facilities and screens play an important part in home management, especially in personal and home sanitation, data were secured relating to these two conditions in the homes of the students and are presented in Tables XII and XIII.

TABLE XII

SOURCES OF WATER SUPPLY IN THE HOMES OF STUDENTS

Sources	High School		Junior College	
	No.	%	No.	%
City Water Supply				
(a) Cold water in house	98	74.2	40	69.0
(b) Hot water in house	41	31.1	12	20.7
(c) Hydrant in yard	69	52.3	30	51.7
Well	23	17.4	14	24.1
Spring	3	2.3	2	3.4

By far the largest percentage of families in both groups secured their water from the city supply; 84 per cent of the high school and 79 per cent of the junior college families.

It was found that 9.8 per cent of the high school group and 10.3 per cent of the junior college group had hydrants in the yard as the only sources of water supply. Less than one-third of the high school group and only one-fifth of the junior college group reported hot water in the house.

It seems under existing conditions that one of the major problems is that of sanitary personal and home hygiene due to the water facilities. It is believed that a study of these conditions and how to remedy them could help the students to solve the problem of sanitary living conditions. According to Spafford¹, home economics contributes much toward promoting and maintaining health through teaching the need for and the ways of providing a sanitary home. It also aids in overcoming adolescent dissatisfaction concerning personal appearance through instruction in personal hygiene.

TABLE XIII

THE NUMBER OF FAMILIES WITH ALL WINDOWS AND
ALL DOORS SCREENED IN THE HOMES

Screens	High School		Junior College	
	No.	%	No.	%
All windows	125	94.7	56	96.6
All doors	117	88.6	54	93.1

In a large percentage of the homes all windows and all doors were screened. However, this does not indicate there

¹Spafford, Ivol. Fundamentals in Teaching Home Economics. p. 35, 38. John Wiley and Sons, Inc. New York. 1935.

is no problem involved since the condition of the screens is not known.

Home ownership is probably an incentive to make and maintain the home as a better place in which to live. In connection with the size and conveniences of the house it might be interesting to note that 56.1 per cent of the high school group and 62.1 per cent of the junior college group reported that the families owned their homes or farms. Owens¹ found that 79 per cent of the rural families which she studied owned their homes and Yerwood² found that 44 per cent of the families in a small Texas town owned their homes.

¹Owens, E. A. Home activities and housing conditions of Negro girls in the rural secondary schools of Virginia as an index to their curriculum needs. p. 25. Unpublished Thesis. Library, Iowa State College, Ames, Iowa. 1932.

²Yerwood, A. M. Housing conditions and activities of Negro girls in federally aided schools in Texas. p. 32. Unpublished Thesis. Library, Iowa State College, Ames, Iowa. 1936.

Students were asked to check a selected list of pieces of household equipment which were used in their homes and the results are shown in Table XIV.

TABLE XIV

PERCENTAGE OF HOUSEHOLDS USING CERTAIN PIECES OF EQUIPMENT IN THE HOMES

Equipment	High School		Junior College	
	No.	%	No.	%
Irons				
flat	82	62.1	41	70.7
electric	62	46.9	38	65.5
Sweepers				
carpet	19	14.4	9	15.5
vacuum	12	9.1	3	5.2
Piano or organ	63	47.7	22	38.0
Radio	78	59.1	36	62.1
Phonograph	33	25.0	19	32.8
Electric Mixer	6	4.5	2	3.4
Washing Machine				
hand	76	57.6	46	79.3
electric	18	13.6	7	12.1
Sewing Machine				
foot	97	73.5	41	70.7
electric	8	6.1	6	10.3
Refrigerator				
ice	103	78.0	43	74.1
mechanical	20	15.2	11	19.0
Pressure cooker	3	2.3	0	0.0
Cook Stoves				
gas	61	46.2	20	34.5
wood or coal	68	51.5	37	63.8
kerosene	3	2.3	1	1.7
electric	0	0.0	0	0.0

Of the smaller pieces of equipment in the homes two-thirds of the families use flat irons and one-half used

~~electric irons.~~ Over two-thirds reported equipment for hand washing. Very few families were reported to own sweepers, electric mixers, or pressure cookers.

Of the larger pieces of equipment checked by the students 75 per cent checked ice boxes and 17.1 mechanical refrigerators. Refrigeration is a necessity in this locality and probably accounts for the large percentage of families owning some type of refrigerator.

Over 75 per cent of the families own sewing machines of which the treadle type was the most common. A large proportion of the students reported radios, pianos, and phonographs, however, radios were reported owned by more families than the two musical instruments. These instruments could form a source of family entertainment and may serve to bring the family together.

Although most of the families live in the city it is of interest to note that 57.6 per cent used coal or wood stoves. This is probably due to the fact that wood is the least expensive fuel, however, a large percentage of the families used gas as fuel, very few used kerosene, and none used electricity.

TABLE XV

NUMBER OF STUDENTS WHO SELECT, MAKE, DRY CLEAN, AND MEND OWN
AND FAMILY CLOTHING

Clothing Activities	High School								Junior College							
	Girls				Boys				Girls				Boys			
	All		Part		All		Part		All		Part		All		Part	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
Select	:	:	:	:	:	:	:	:	:	:	:	:	:	:	:	:
Own	41	53.2	32	41.6	44	79.2	11	19.9	22	57.9	16	42.1	16	80.0	3	15.0
Family	0	0.0	28	36.4	0	0.0	11	19.9	0	0.0	19	50.0	0	0.0	7	35.0
Make	:	:	:	:	:	:	:	:	:	:	:	:	:	:	:	:
Own	18	23.4	38	49.4	2	3.6	1	1.8	10	26.3	19	50.0	0	0.0	1	5.0
Family	3	3.9	23	29.9	0	0.0	2	3.6	1	2.6	14	36.8	0	0.0	1	5.0
Dry-clean	:	:	:	:	:	:	:	:	:	:	:	:	:	:	:	:
Own	1	1.3	24	31.2	3	5.4	8	14.4	5	13.2	14	36.8	0	0.0	6	30.0
Family	1	1.3	10	13.0	1	1.8	5	9.0	5	13.2	9	23.7	0	0.0	4	20.0
Mend	:	:	:	:	:	:	:	:	:	:	:	:	:	:	:	:
Own	36	46.8	34	44.2	1	1.8	21	37.8	14	36.8	20	52.6	1	5.0	11	55.0
Family	8	10.4	41	53.2	0	0.0	4	7.2	1	2.6	22	57.9	0	0.0	2	10.0
	:	:	:	:	:	:	:	:	:	:	:	:	:	:	:	:

To get an idea of the extent to which the students performed certain clothing activities the answers to Question 20 were classified and arranged in Table XV.

It was found that more than one-half of the girls and more than four-fifths of the boys selected all their own clothes. Very few of the students did not select at least some of their clothing. As expected none of the students selected all the clothing for the family, however, some students selected a portion of the family's clothing. The junior college girls more commonly took this responsibility. Three-fourths of the girls made part or all of their own clothing. It is of interest, however, to note that a few boys in each group made a part of their own clothing and some also made part of the family's clothing.

One-third of the high school girls and less than one-fourth of the boys dry clean a part of their own and the family's clothing. The junior college girls do more dry cleaning of personal and family clothing than do the junior college boys.

The table also shows that approximately two-fifths of the high school boys and three-fifths of the junior college boys mend at least a part of their own clothing.

A few mend a portion of the family's clothes.

Spafford¹ asserts that

.....Education for personal living is essential to boys, girls, men, and women. The boy's clothes will satisfy him, wear well, meet his needs, or fail to do any of these things largely because of what he knows about buying or caring for clothing.

The home activities which the students were asked to check were related to child development, food planning and preparation, laundering, and house cleaning. Data indicating these activities are summarized in a series of tables.

¹Spafford, Ivol. Fundamentals in Teaching Home Economics. p. 325. John Wiley and Sons, Inc. New York, 1935.

CHILD DEVELOPMENT ACTIVITIES DONE REGULARLY OR OCCASIONALLY BY THE STUDENTS

Activities	High School								Junior College							
	Girls				Boys				Girls				Boys			
	Reg.		Occ.		Reg.		Occ.		Reg.		Occ.		Reg.		Occ.	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
Bath	11	14.3	19	24.7	1	1.8	3	5.4	3	7.9	14	36.8	0	0.0	3	15.0
Dress or help dress	11	14.3	30	39.0	0	0.0	13	23.7	4	10.5	17	44.7	0	0.0	5	25.0
Play games	14	18.2	37	48.1	8	14.4	30	54.0	7	18.4	25	65.8	1	5.0	12	60.0
Read or tell stories	10	13.0	36	46.8	4	7.2	23	41.9	7	18.4	23	60.5	1	5.0	10	50.0
Plan parties	7	9.1	29	37.7	0	0.0	10	18.7	4	10.5	16	42.1	0	0.0	7	35.4
Buy toys	7	9.1	28	36.4	2	3.6	18	32.8	6	15.8	21	55.2	0	0.0	9	45.0
Buy books	8	10.4	26	33.8	2	3.6	15	27.3	5	13.2	17	44.7	0	0.0	10	50.0
Sew	11	14.3	36	46.8	0	0.0	3	5.4	3	7.9	24	63.1	0	0.0	3	15.0
Prepare food	19	24.7	27	35.1	2	3.6	18	32.8	9	23.7	17	44.7	0	0.0	7	35.4
	:	:	:	:	:	:	:	:	:	:	:	:	:	:	:	:

Although all students performed some type of child development activity, a larger number participated occasionally in these activities than regularly.

A study of Table XVI shows that approximately one-half of the high school girls and two-thirds of the junior college girls played games with the children. Slightly more than two-fifths of the high school girls and less than two-thirds of the junior college girls sewed for them. Equally as many high school girls and fewer of the junior college girls read or told stories as sewed for children. The activity least commonly performed by the girls was that of bathing the children.

It is also shown that over 50 per cent of the boys played games with children. Two-fifths of the high school boys and one-half of the junior college boys read or told stories to children. Approximately one-third of the boys in the high school group and over two-fifths of the boys in the junior college group bought toys for children. Many boys occasionally prepared food for them. This was probably due to the fact that a large number of mothers worked outside the home.

Other information revealed that 69 per cent of the high school pupils and 78.1 per cent of the junior college students helped to care for children between six and twelve

years of age. Also 56.9 per cent of the high school pupils and 85.3 per cent of the junior college students helped to care for children between infancy and six years of age.

These results suggest that instruction should be given in development of the child in its physical, mental, and social aspects. This instruction should prepare the students to assist with children of all ages.

Table XVII shows the food activities performed by the students. As would be expected it was more common for boys to perform activities relating to foods occasionally than regularly.

It is observed that the boys most commonly helped buy food and plan meals than any of the other food activities. However, at least 40 per cent of all the boys occasionally participated in each of the five mentioned food activities.

Although a large percentage of the girls performed all the food activities, it was found that a larger number prepared meals than participated in the other activities.

In view of the fact that a large percentage of the students had responsibilities relating to food it would seem that some consideration should be given the problems of buying, planning, and preparing food for the family.

TABLE XVII

FOOD ACTIVITIES DONE REGULARLY OR OCCASIONALLY BY THE STUDENTS

Activities	High School								Junior College							
	Girls				Boys				Girls				Boys			
	Reg.		Occ.		Reg.		Occ.		Reg.		Occ.		Reg.		Occ.	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
Help buy food	25	32.5	34	44.2	10	18.2	29	52.8	12	31.6	21	55.2	4	20.0	12	60.0
Plans meals	26	33.8	37	48.1	3	5.4	22	40.1	9	23.7	23	60.5	0	0.0	13	65.0
Help plan meals	34	44.2	28	36.4	2	3.6	36	65.5	12	31.6	21	55.2	1	5.0	14	70.0
Prepare meals	35	45.5	30	39.0	2	3.6	22	40.1	13	34.2	23	60.5	1	5.0	12	60.0
Help prepare meals	33	42.9	27	35.1	3	5.4	27	49.1	12	31.6	15	39.5	0	0.0	12	60.0

In Table XVIII are shown two types of home activities, laundering and house cleaning, performed by the students.

The activities carried on in connection with laundering and house cleaning were performed regularly by a larger portion of the girls and performed occasionally by a larger portion of the boys.

A majority of the girls performed all of the laundering and house cleaning jobs regularly except "having entire charge of cleaning house." More than one-half of the boys helped with the house cleaning regularly and occasionally helped with the family washing. Fewer boys in both groups helped with the family ironing than with the family washing.

A comparison of Tables XVI, XVII, and XVIII shows that the activities relating to laundry and cleaning are more commonly done than those of child development and food.

The large percentage of students who participated in laundering and house cleaning activities suggests that some consideration should be given to laundering and cleaning. It is possible that both managerial and manipulative problems would need to be included in the proposed home economics program. The suggestion is also made that the students gain from science courses information which would familiarize them with principles relating to laundering and cleaning.

TABLE XVIII

LAUNDERING AND HOUSE CLEANING ACTIVITIES DONE REGULARLY OR
OCCASIONALLY BY THE STUDENTS

Activities	High School								Junior College							
	Girls				Boys				Girls				Boys			
	Reg.		Occ.		Reg.		Occ.		Reg.		Occ.		Reg.		Occ.	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
Iron or help with ironing	53	68.9	17	22.1	1	1.8	16	29.0	26	68.4	11	28.9	1	5.0	8	40.0
Wash or help with washing	43	58.9	25	32.5	3	5.4	23	41.9	19	50.0	19	50.0	1	5.0	11	55.0
Clean house	60	77.9	10	13.0	25	45.4	12	21.8	28	73.6	6	15.8	10	50.0	7	35.0
Clean portion of house	73	93.5	1	1.3	33	60.0	6	10.9	36	94.7	0	0.0	11	55.0	3	15.0
Entire charge of cleaning house	35	45.5	11	14.3	7	12.7	10	18.2	16	42.1	5	13.2	1	5.0	6	30.0

Questions 25 and 26 requested the students to make a list of home jobs they liked and disliked most to do. The answers to these questions were classified and tabulated according to Table XIX.

Seventy-five per cent of the high school girls, one-half of the boys, four-fifths of the junior college girls, and two-thirds of the boys reported some phase of house cleaning as a home job which they liked to do. Data from Table XVIII indicated that a majority of the students performed this job regularly. More than two-thirds of the girls in each group and about one-third of the boys reported cooking as a favored job. It has been previously shown in Table XVII that many students reported phases of food activities as home jobs performed. The girls also favored sewing, ironing, and washing. The boys in addition to house cleaning liked to clean the yard and make gardens. It is interesting to note here that a larger percentage of high school boys than girls reported dishwashing as a preferable job.

Although a small percentage of students reported certain home jobs as liked, it does not necessarily follow that these jobs were disliked since the percentage which reported disliked was even smaller. For example, no students reported child care as either a liked or disliked job yet other information

TABLE XIX

HOME JOBS REPORTED LIKED AND DISLIKED BY THE STUDENTS

Home jobs	High School								Junior College							
	Girls				Boys				Girls				Boys			
	Liked		Disliked		Liked		Disliked		Liked		Disliked		Liked		Disliked	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
Clean house	56	72.7	19	24.7	27	49.1	23	41.8	34	89.5	19	50.0	13	65.0	8	40.0
Clean yard	1	1.3	1	1.3	18	32.7	4	7.3	3	7.9	2	5.3	7	35.0	3	15.0
Cook	52	7.5	7	9.1	16	29.1	5	9.1	29	76.3	2	5.3	6	30.0	1	5.0
Gardening	5	6.5	1	1.3	14	25.5	4	7.3	2	5.3	0	0.0	6	30.0	1	5.0
Iron	37	48.1	21	27.3	5	9.1	8	14.5	20	52.6	13	34.2	2	10.0	5	25.0
Mend	1	1.3	3	3.9	0	0.0	0	0.0	4	10.5	3	7.9	0	0.0	0	0.0
Odd jobs	1	1.3	0	0.0	10	18.2	3	5.0	1	2.6	3	7.9	2	10.0	2	10.0
Plan meals	4	5.2	0	0.0	0	0.0	0	0.0	2	5.3	1	2.6	1	5.0	0	0.0
Sew	33	42.9	2	2.6	2	3.6	3	5.5	15	39.5	4	10.5	1	5.0	2	10.0
Wash dishes	7	9.1	32	41.6	10	18.2	22	41.0	8	21.1	14	36.8	1	5.0	11	55.0
Wash clothes	24	31.2	31	40.3	6	10.9	12	21.8	13	34.2	22	57.9	4	20.0	2	10.0

showed that a large percentage of the students performed this activity.

The home jobs most commonly disliked by the girls were cleaning house, washing clothes, and washing dishes; by the boys were washing dishes, cleaning house, and ironing.

In as much as the students perform these tasks, home economics course should encourage students to study the causes for disliking these jobs.

In order to get a better picture of the home and family life of the students it was found advisable to get answers to a series of questions concerning family relationships.

TABLE XX

NUMBER OF STUDENTS WHO GET ON WELL WITH VARIOUS FAMILY MEMBERS

Family Members	High School				Junior College			
	Girls		Boys		Girls		Boys	
	No.:	%	No.:	%	No.:	%	No.:	%
Father	63	90.0	45	93.8	24	88.9	11	100.0
Mother	66	97.1	53	100.0	33	97.1	17	94.4
Brother (older)	25	83.3	26	92.9	15	93.8	6	60.0
Brother (younger)	36	87.8	24	82.8	13	86.7	6	85.7
Sister (older)	29	90.6	27	96.4	17	85.0	9	100.0
Sister (younger)	43	97.7	26	89.7	13	76.5	7	100.0
	:	:	:	:	:	:	:	:

Table XX shows that approximately 90 per cent of the students believed they lived in a harmonious parental environment.

Other data revealed that one-fifth of their parents were indifferent to the child, however, most students indicated that their parents were affectionate. Another indication of desirable parental-child relationship was the fact that 89.8 per cent of the high school students and 93.4 per cent of the junior college students checked "yes" when asked "Are your parents usually interested in helping you to do the things you most want to do?"

A more agreeable relationship was found to exist between the mother and child than between the father and child in all groups except the junior college boys. Ninety per cent of the mothers and 80 per cent of the fathers were reported having happy dispositions. However, one-fourth of the students believed that their mother had a favorite child, and more than one-third reported their father had a favorite child.

It is observed from the table that approximately four-fifths of the high school pupils, nine-tenths of the junior college girls, but only three-fifths of the junior college boys reported agreeable relationships with their brothers. Fewer junior college boys get on well with the older brothers than with the younger brothers.

Slightly more than 90 per cent of all the students got along well with their older sisters. However, only 75 per cent of the junior college girls reported getting along well with their younger sisters.

The students were requested to check the causes of friction in the home from a prepared list. The results thus obtained are shown in Table XXI.

TABLE XXI
CAUSES OF FRICTION IN THE HOME

Causes	High School				Junior College			
	Girls		Boys		Girls		Boys	
	No.:	%	No.:	%	No.:	%	No.:	%
Borrowing clothes	13	16.9	8	14.5	6	15.8	4	20.0
Cannot go places	46	59.7	25	45.3	29	76.3	9	45.0
Criticism by family members	21	27.3	17	30.9	17	44.7	5	25.0
Disagreement over family car	9	11.7	10	18.2	5	13.2	2	10.0
Disagreement over radio programs	24	31.2	20	36.4	16	42.1	5	25.0
Disobedience	30	39.0	13	23.6	16	42.1	9	45.0
Disorderly appearance of house	16	20.8	12	21.8	16	42.1	5	25.0
Do not get up on time	34	44.2	23	41.8	15	39.5	7	35.0
Fault finding	17	22.1	9	16.4	12	31.6	6	30.0
Going out at night	23	29.3	30	54.5	17	44.7	7	35.0
Lack of approval of friends by parents	22	28.6	9	16.4	14	36.8	5	25.0
Lack of cheerfulness	19	24.7	4	7.3	9	23.7	1	5.0
Lack of consideration for others	17	22.1	7	12.7	11	28.9	1	5.0
Lack of cooperation	19	24.7	13	23.6	9	23.7	5	25.0
Lack of nice things one desires	26	33.8	10	18.2	18	47.4	3	15.0
Lack of privacy	10	13.0	7	12.7	8	21.1	2	10.0
Members of family late to meals	24	31.2	16	29.1	7	18.4	2	10.0
Selfishness	14	18.2	3	5.5	7	18.3	1	5.0
Shirking duties by family members	26	33.8	11	20.0	15	39.5	7	35.0
Teasing	31	40.3	17	30.9	16	42.1	5	25.0
Work not equally divided	17	22.1	12	21.8	11	28.9	6	30.0
Relatives living in the home	10	13.0	2	3.6	7	18.4	1	5.0

"Cannot go places" was checked by the largest number of students as a cause of friction among family members. An equal number of junior college boys reported "disobedience" as reported "cannot go places." The high school boys most commonly reported "going out at night" as the chief cause of family disagreements. "Not getting up on time" was reported by 40 per cent of the students as a cause of family friction.

A higher percentage of girls than boys reported "teasing", "criticism by family members," and "lack of approval of friends by parents" as causes of family disagreement.

Other outstanding causes of friction were:

- (1) "Disagreement over the radio program"
- (2) "Family members shirking certain responsibilities"
- (3) "Work not equally divided among family members."

The facts from Tables XX and XXI suggest that the students need to study family relationships in order to learn how to live more harmoniously within the family group.

Table XXII indicates that a large percentage of families participated in some group activity weekly.

TABLE XXII

GROUP ACTIVITIES USUALLY PERFORMED WEEKLY BY THE FAMILY

Activities	High School		Junior College	
	No.	%	No.	%
Go to church	103	78.0	48	82.8
Visit neighbors	50	37.9	12	20.7
Go to parties	18	13.6	5	8.6
Read aloud	28	21.2	16	27.6
Sing	47	35.6	27	46.6
Play games	42	31.8	23	39.7
Auto riding	35	26.5	12	20.7
Dance	21	15.9	10	17.2
Walk	31	23.5	13	22.4
Camp	4	3.0	1	1.7
Listen to radio or other music	96	72.7	43	74.1
Discuss	84	67.4	52	89.7

More than two-thirds of the students reported church attendance, listening to the radio, and group discussion as activities usually performed weekly by the family. The percentage of students reporting these activities was slightly higher in the junior college group than in the high school group.

Approximately one-third of the high school group reported visits to neighbors, singing, and playing games as activities in which the family participated at least once a week. On the other hand, about 40 per cent of the

junior college group reported singing and playing games as a weekly family activity and only one-fifth reported visits to neighbors as often as once a week.

About one-fourth of the high school group and one-fifth of the junior college group reported auto riding of the family as a unit. One-fifth of all the students reported walking and reading aloud as weekly family activities.

The number of students in each group who reported camping, dancing, and going to parties as a weekly feature in the family program was very small.

The facts from Table XXI suggest family relationship problems which the students might assist in solving by creating a more harmonious family atmosphere. The proposed home economics program should acquaint the student with the value of inexpensive home activities which can aid in eliminating disagreement and should make rich contributions to the establishment of desirable relationships in home and family life.

Since reading aloud was listed as an activity performed weekly by about one-fourth of the families it is interesting to note the types of magazines subscribed to in the home. The magazines listed by the students were grouped according to Ayer's¹ Directory of Newspapers and Periodicals and are shown in Table XXIII.

¹Ayer, N. W. Directory of Newspapers and Periodicals.
N. W. Ayer and Sons, Inc. Philadelphia. 1935.

TABLE XXIII

TYPES OF MAGAZINES SUBSCRIBED TO IN THE HOMES OF STUDENTS

Types of Magazines	High School		Junior College	
	No.	%	No.	%
Farm	14	10.6	9	15.5
Fiction	43	32.6	8	13.8
General literature	46	34.8	43	74.1
Home	76	57.6	47	81.0
Humorous	4	3.0	0	0.0
Hobby	9	6.8	2	3.4
Professional	4	3.0	3	5.2
Religious	5	3.8	0	0.0

The families of both groups subscribed most frequently to home and general literature magazines. The latter refers to magazines containing articles on national and international affairs, leading personalities, fiction, humor, and puzzles. Two Negro magazines subscribed to, The Crisis and Opportunity, were classified in the group of general literature magazines. A much greater percentage of junior college families subscribed to the general literature magazines than did the high school families. On the other hand, the percentage of high school families subscribing to fiction magazines was more than double the percentage of junior college families.

The number of families subscribing to farm magazines was small due, probably, to the urban location of the majority of the families included in this survey.

No junior college students and only 3.8 per cent of the high school students listed religious journals. The professional magazines listed were: Business Weekly, Medical Journal, and The Instructor. The hobby magazines were: Popular Mechanics, Modern Mechanics, Boy Scouts, and Baseball. True Story, True Romance, and Doc Savage were each reported only once. This, however, does not mean that the students do not read these types of magazines, since the writer has frequently observed students reading them during the school term.

A need exists in junior colleges today for well prepared home economics teachers who will direct their students to literature pertaining to personal and home and family development. They should also help to broaden the reading interest of their pupils and improve their tastes.

The results of a study of the frequency with which the students attended certain social functions with the opposite sex are found in Table XXIV.

TABLE XXIV

SOCIAL ACTIVITIES ATTENDED BY THE STUDENTS WITH
THE OPPOSITE SEX

Social Activities	High School				Junior College			
	Girls		Boys		Girls		Boys	
	No.	%	No.	%	No.	%	No.	%
Basket ball games	:26	:33.8	:26	:47.3	:27	:71.1	:13	:65.0
Dances	:58	:75.3	:44	:80.0	:24	:63.2	:11	:55.0
Football games	:51	:66.2	:42	:76.4	:25	:65.8	:13	:65.0
Movies	:69	:89.6	:49	:89.1	:37	:97.4	:19	:95.0
Parties	:57	:74.0	:44	:80.0	:28	:73.7	:14	:70.0
School socials	:58	:75.3	:43	:78.2	:33	:86.8	:17	:85.0
	:	:	:	:	:	:	:	:

It was found that a large percentage of students attended social functions with the opposite sex. The largest proportion of students attended movies with the opposite sex than the other functions listed to be checked. Three-fourths of the high school girls attended dances, school socials, and parties with boys and more than three-fourths of the boys attended these social functions with girls. Over two-thirds of the junior college students also attended these functions with the opposite sex.

Students less often attended football and basket ball games with the opposite sex than the other social functions. The majority of students reported going out with the opposite sex three or more times a week.

Other data indicated that approximately 50 per cent of the students attended movies less than once a week and

20 per cent attended twice a week. Two-thirds of the high school girls reported attending some club meetings. Of that number 40.2 per cent went three or more times a month. Almost 75 per cent of the boys attended club meetings and the largest percentage reported attending twice a month. Over one-third of the junior college girls and one-fourth of the boys attended such meetings twice a month. Also, equally as many students reported attending three or more times a month. Two-thirds of the high school girls and one-third of the boys went to dances at least once a month. Approximately three-fourths of the junior college girls and one-half of the boys also went to dances once a month.

These facts do not suggest that the school needs to add to the number of social activities available for the students. However, the school may need to study the value and benefits derived from such activities, since the data secured did not bear on this phase of the question. A few parents indicated that they believed there were too many social activities attended by the children.

One of the major problems reported by parents and school authorities concerning the social activities of the students was that of securing a desirable place to house these affairs since the school has no gymnasium.

In view of the fact that the adolescent is faced with many social problems it seemed advisable to determine whether the students were being instructed in social etiquette at home and at school.

Information revealed that all of the students received instruction in social etiquette at both places, however, more received such instruction at home than at school.

Although all students were instructed in social etiquette 80 per cent of the high school group and 90 per cent of the junior college group expressed a need for more instruction in this phase of social development.

From personal observations in the school cafeteria it was also evident that the students needed more adequate instruction in table etiquette.

Data concerning the sources of the students' sex education were collected and tabulated. It was found that more than one-half of the students received sex information at home, at school, by reading, and from friends. The girls most commonly received this instruction at home and the boys most commonly by reading.

Angell¹ made a study of undergraduate adjustment and found that 57.8 per cent of the men and 63.5 per cent of

¹Angell, R. C. A study of undergraduate adjustment. p. 91. The University of Chicago Press. Chicago, Illinois. 1930.

the women received sex instruction at school or from a doctor. Seven per cent of the men and not any women educated themselves by reading. Twenty-six per cent of the men and 33.3 per cent of the women were informed by gossip. It was also found that 7 per cent of all the students felt that they were unduly ignorant or had been misinformed on the subject.

Even though a large percentage of students received sex information from several sources, 77.9 per cent of the high school girls, 80 per cent of the high school boys, 89.5 per cent of the junior college girls, and 80 per cent of the junior college boys felt a need for additional information on the subject.

Sanderson¹ in discussing this problem said:

A generation ago, few children received any adequate sex instruction from their parents and they did not expect it, for the whole subject was obscene and taboo. Today the child cannot fail to have his curiosity easily satisfied on these matters through the press and library, and they will soon learn that parents who do not give training on this vital subject are as negligent as if they failed to inculcate proper eating habits.

There is much that the school can do through its home economics, sociology, and science departments to help the students with sex problems. The home economics

¹Sanderson, Dwight. Trends in Family Life Today. Jour. Home Economics, 24: 311-321. April, 1932.

department can, in adult meetings, give parents assistance in sex education for the child.

CONCLUSIONS

It is concluded from a careful study of data collected that the junior college curriculum should serve the students by helping them to solve problems concerning:

1. Family income so that the money which is available will be used to best advantage and so that, where desirable, home production will improve living conditions of the family.
2. Personal and home hygiene, which arise as a result of inadequate water facilities.
3. Clothing including selection, care, and construction.
4. Food including buying, planning, and preparing food for the family.
5. Laundering and cleaning.
6. Family relationships including older brothers and sisters, younger children, and parents.
7. Social etiquette.
8. Sex education.

Data secured in several cases suggested need for further study in order to determine other existing problems of personal and home and family life. It is believed that:

1. Further study of personal and home sanitary conditions would help greatly in improving the home and family life of the student.
2. Further study of the causes for dislikes of home home jobs could help to create a more harmonious family relationship.
3. Further study should be made of the social activities of the students in an effort to make them contribute more to the social development of the students.

SUMMARY

The problem of this investigation was to study the needs, interests, and attitudes of the twelfth-grade high school pupils and the freshman junior college students with the hope that the findings might be used as an aid in formulating a home economics program to enrich the present offering of Dunbar Junior College. The data for this study were obtained from questionnaires filled out by the students, interviews held with parents and certain personnel officers of the school, and observations of certain school and home conditions.

It was found that:

1. Over two-thirds or 70 per cent of the students included in this study lived in Little Rock, 21 per cent in other towns, and 9 per cent on the farm.
2. Of the 57 students who did not live at home 61.4 per cent lived while in school with relatives other than the family, 29.8 per cent worked for room and board, and 8.8 per cent paid cash for room and board.

3. More fathers were employed in skilled labor pursuits than in any other class of occupations, 33.5 per cent were so employed as compared with 13.8 per cent in the artisan proprietor group, the next highest. The incomes of 8.3 per cent of the families were affected by fathers who were unemployed, deceased, or separated from the family. The majority of occupations of the fathers indicated a low income. It was found that over 50 per cent of the mothers performed domestic and non-domestic work for wages and that about 40 per cent of these performed domestic work outside the home. Eighty-four per cent of the boys and 40.8 per cent of the girls worked outside the home for pay. As a result of the low wages of the parents it was apparently necessary for the students to contribute to the family income.
4. Approximately two-thirds of the families raised gardens. A larger percentage of gardens were raised in spring and summer than any other season. Relatively few raised gardens the year around.
5. At least 40 per cent of the families produced some food other than vegetables for home use and for sale; the majority, however, produced food for home use only.

6. Very little canning was done in the homes of the students due probably to climatic conditions favorable to the growth of vegetable gardens.
7. Three-fourths of the boys worked for their spending money and about one-third of the girls got their spending money by working for it, the other two-thirds got theirs by asking for it, or being given it regularly by parents.
8. The average size of the immediate family was found to be 4.03 persons and the average size of the household to be 4.8 persons.
9. Most of the houses had at least three bedrooms, a living room, and a kitchen. Approximately two-thirds of the houses had in addition a dining room, a bathroom, and two closets.
10. Almost 50 per cent of the students shared their bedroom with one person, 18.4 per cent with two persons, and 5.7 per cent with three or more persons.
11. Eighty per cent of the families secured water from the city supply. Less than one-third of the homes had hot water. About 10 per cent of the families had hydrants in the yard as the only source of water.
12. All doors and windows were screened in approximately 90 per cent of the homes.

13. More than half, or 59.1 per cent, of the families owned their homes or farms.
14. Over one-half had electric irons, radios, and wood or coal stoves and over two-thirds had hand washing machines, sewing machines and ice refrigerators. Very few had electric equipment except for electric irons.
15. Over 50 per cent of the girls and about 80 per cent of the boys selected all of their clothing. Less than 50 per cent of the girls made some of their own and family clothing. Approximately one-half of the girls and one-third of the boys dry cleaned some of their own and family clothing. Over 50 per cent of the girls and about 50 per cent of the boys mended some of their own and the family clothing.
16. More than 50 per cent of the girls played games with, sewed for, and told stories to children. Very few of the girls had responsibility for bathing children. Approximately 45 per cent of the boys played games with, read, or told stories to, and bought toys for children. Many boys occasionally prepared food for them, due probably to the fact that a large number of mothers worked outside the home. The ages of children cared for were from infancy to 12 years of age.

17. Of the food activities the boys most commonly helped buy food and plan meals. However, at least 40 per cent occasionally participated in the other food activities studied. The girls most commonly prepared meals.
18. Laundering and house cleaning activities were more commonly performed by a larger portion of the girls regularly and by the boys occasionally. More than one-half of the boys helped with the house cleaning regularly and occasionally helped with the family washing. Laundering and house cleaning activities were more commonly performed by the group as a whole than those relating to child development and food.
19. Eighty-one per cent of the girls and 57 per cent of the boys reported some phase of house cleaning as a home job which they liked to do. More than two-thirds of the girls and about one-third of the boys liked to cook. More high school boys than girls reported dishwashing as a liked job. The girls most commonly disliked to clean house, wash clothes, and wash dishes; the boys disliked washing dishes, cleaning house, and ironing.
20. Ninety per cent of the students believed that they lived in a harmonious parental environment, one-

fifth of the students reported that their parents were indifferent to them but the majority of the parents were affectionate. A more agreeable relationship existed between the mother and the child than between the father and the child, except in the case of the junior college boys. One-fourth of the students believed that their mothers had a favorite child, and more than one-third believed that the father had a favorite child. A majority of the students indicated that they got along well with their sisters and brothers.

21. "Cannot go places" was checked by the largest number of students as a cause of friction among family members. Other outstanding causes checked by the girls were "teasing" "criticism by family members" and "lack of nice things one desires." The boys checked "going out at night," "not getting up on time," and "disagreement over radio programs" as outstanding causes.
22. The largest percentage of students reported church attendance, listening to the radio, and discussions as group activities performed by the family.
23. The magazines most commonly subscribed to were those classified as home and general literature. The

number of families subscribing to farm and religious magazines was small.

24. A majority of the students attended some social functions with the opposite sex, movies being the function most commonly indicated. One of the major problems reported by the parents and school authorities concerning these activities was that of securing a desirable place to house such affairs since the school has no gymnasium.
25. All students received some instruction in social etiquette both at home and school. Eighty-five per cent of the students expressed a need for more instruction in social etiquette.
26. More than 50 per cent of the students received sex information at home, at school, by reading and from friends. The girls most commonly receive their instruction at home and the boys most commonly by reading. Approximately 80 per cent of the students expressed a need for more sex education.

It was found that the need exists to offer instruction relating to: family income, personal and home hygiene, clothing, foods, laundering, and cleaning, family relationships, social etiquette, and sex education.

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ACKNOWLEDGMENTS

The writer wishes to express her sincere appreciation to Miss Hester Chadderdon, Assistant Professor of Home Economics Education, for her kindness and patience in directing this study.

Grateful acknowledgments are also made to Dr. H. M. Hamlin and Miss Regina J. Friant of Iowa State College for their help in working out the plan, to Miss Bertha Kohlhausen, State Supervisor of Home Economics Education of Oregon, for the use of a section of a questionnaire form made under her direction, to Superintendent R. C. Hall, of the Little Rock Public Schools and to the Principal and Faculty of Dunbar High School and Junior College for their assistance in collecting the data for this problem.

This study was made possible by a grant from the General Education Board.

APPENDIX

INTERVIEW FORM

Dean of Women and Counselor

This interview is for information concerning the 12th Grade and Freshmen college students of Dunbar High School, Little Rock, Arkansas.

1. While in school, with whom do the students live? Give numbers.
☐ With relatives other than family
☐ Work for room and board
☐ Room and board
☐ "Batch"
2. Do problems arise because of these students living places other than at home? ☐ Yes ☐ No
3. What are these problems?
4. Results of these problems.
5. How many of the students have dropped out of school this year?
6. Give number of students leaving for each of these reasons:
☐ Lack of money
☐ Poor health of students
☐ Poor health of members of family
☐ Poor scholarship
☐ Parents' attitude
☐ Drinking
☐ Truancy
☐ Gambling
☐ Stealing
☐ Visiting forbidden places
☐ Frequent tardiness
☐ Insubordination
☐ Profanity
☐ Slipping off campus
☐ Improper sex relationships
☐ Unknown
☐ Others

7. Give the number of times each type of social function has been offered this year by the school for these students.

	Twice a month	Once a month	Every two months	Once a semester
Hikes	_____	_____	_____	_____
Picnics	_____	_____	_____	_____
Parties	_____	_____	_____	_____
Luncheons or dinner	_____	_____	_____	_____
Banquets	_____	_____	_____	_____
Teas or banquets	_____	_____	_____	_____
Movies	_____	_____	_____	_____
Club socials	_____	_____	_____	_____
List others	_____	_____	_____	_____
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____

8. What are the problems that arise relative to the social functions given by the school for these students?

9. Do you feel these students have too many social functions? _____
(a) Too few? _____

10. What is the public opinion concerning the attendance of students to public dances or other public affairs?

11. Check athletics offered by the school to these students.

_____ Tennis	_____ Football
_____ Swimming	_____ Hockey
_____ Volley ball	_____ Track
_____ Baseball	_____ Others _____
_____ Basket ball	_____

12. To what extent do these students take part in the athletics offered?

_____ All students
_____ Most students
_____ Few students
_____ Not any students

13. Are you of the opinion the students are lacking in these traits?

	All students	Most students	Few students	Not any students
Courtesy	_____	_____	_____	_____
Cooperation	_____	_____	_____	_____
Dependability	_____	_____	_____	_____
Honesty	_____	_____	_____	_____
Independence	_____	_____	_____	_____
Initiative	_____	_____	_____	_____
Respect for leadership	_____	_____	_____	_____

14. What have been your other major problems in dealing with these students this year?

(a) Causes

(b) Results

INTERVIEW FORM

Parents (Mothers or Fathers)

1. Are you of the opinion that there should be a closer cooperation between the school and parents?
2. Do you believe such cooperation would bring about a better understanding between parent, child, and school?
3. Do you belong to any clubs that make contributions to the school?

	Programs or assemblies	Needy students	Financial drives
Charity club	_____	_____	_____
Church club	_____	_____	_____
Social club	_____	_____	_____
P. T. A.	_____	_____	_____

4. Are you pleased with the type of activities or entertainment offered in the school for your children?

A. Reasons for

B. Reasons against

5. Are you of the opinion that there are enough social activities provided for the students by the school?

A. Too many?

6. Are you pleased with the social activities that your children attend outside of the school?

7. Do you object to your:

A. Daughter going out with boys?

☐ Often object
☐ Seldom object
☐ Never object

Reasons for objections:

B. Son going out with girls?

☐ Often object
☐ Seldom object
☐ Never object

Reasons for objections:

8. Do you have trouble with your:

Daughter staying out late? ☐ Yes ☐ No
Son staying out late? ☐ Yes ☐ No

9. Have you had trouble keeping your children in school this year?

(a) If so, give reasons.

10. Are your children usually happy family members?

Daughter (older) ☐ Yes ☐ No Son (older) ☐ Yes ☐ No
Daughter (younger) ☐ Yes ☐ No Son (younger) ☐ Yes ☐ No

11. Do the children usually appreciate what the family is able to do for them? ☐ Yes ☐ No

12. Are the children usually considerate of the other members of the family? ☐ Yes ☐ No

13. Do your children demand more than their share of the income? ☐ Yes ☐ No

14. Has your daughter taken any courses in home economics?
☐ Yes ☐ No

(a) If so, has she developed a better understanding between family and herself?

15. Are you of the opinion that schools should help boys to understand better their parents, brothers, and sisters?
☐ Yes ☐ No

16. Have your children had instruction in social etiquette to be used:

	Instructed at home	Instructed at school
At parties	_____	_____
At school	_____	_____
At home	_____	_____
On street	_____	_____
On street car	_____	_____
While visiting	_____	_____

17. Have you given sex instruction to your:

____ Daughter
____ Son

18. Are you of the opinion they need more sex instruction?
____ Yes ____ No

19. Where, do you believe, is the best place for them to get this instruction?

____ At school	____ From physician
____ At home	____ From reading
	____ From friends

20. Do the members of your family have periodic health examinations by a physician? ____ Yes ____ No

21. Do the members of your family have regular dental examinations? ____ Yes ____ No

22. Have you any other suggestion to offer relative to school, and home and family life?

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QUESTIONNAIRE

Name _____ Age _____

Please answer by filling in blanks with correct words or checking X in the proper place.

Grade: 12B 12A Freshman Junior College
 Boy Girl

1. Do you live:

 In Little Rock
 In another town Give name _____
 On a farm

2. While in school, do you:

 Live with relatives other than your family
 Work for room and board
 Board
 "Batch"

3. Does your family own the house or farm in which you live? Yes No

4. What is your father's occupation? _____
 How much does he make? Weekly, or Monthly

5. What type of wage-earning work does your mother do at home? _____
 Outside the home _____
 How much does she make Weekly, or Monthly

6. Check members of family employed:

	<u>Occasionally</u>	<u>Regularly</u>
Father	_____	_____
Mother	_____	_____
Sisters	_____	_____
Brothers	_____	_____

7. What kind of work do you perform outside the home for pay? _____

8. Does your family have a vegetable garden? Spring
 Summer
 Fall
 Winter

9. If food is produced at home, check those produced:

	<u>For family use</u>	<u>For sale</u>
Eggs	_____	_____
Fruit	_____	_____
Chickens	_____	_____
Milk	_____	_____
Butter	_____	_____
Pigs	_____	_____

10. If canning was done in your home this year, check the number of jars.

	<u>Fruit</u>	<u>Vegetables</u>	<u>Meat</u>
Practically none	_____	_____	_____
Less than fifty	_____	_____	_____
Fifty to one hundred	_____	_____	_____
More than one hundred	_____	_____	_____

11. In what ways do you get your spending money?

_____ Work for it	_____ Given to you regularly
_____ Ask for it as needed	_____ by parents

12. Do you:

Make a plan for spending your money?	_____ Yes	_____ No
Keep a record of what you spend?	_____ Yes	_____ No
Help keep a record of what the family spends?	_____ Yes	_____ No
Have a savings account?	_____ Yes	_____ No

13. How many of each of these rooms are there in your home?

_____ Bed rooms
_____ Living rooms
_____ Dining room
_____ Kitchen
_____ Bath room
_____ Closets
_____ Other rooms not listed

14. Check the sources of water supply you have in your home:

_____ Running cold water
_____ Running hot water
_____ Hydrant in yard
_____ Well
_____ Spring
_____ List other sources

15. Check the following that are screened in your home:

_____ All windows	_____ Kitchen doors
_____ All doors	_____ Porches
_____ Kitchen windows	_____ Other doors

16. Give the number of family members living in your home:

_____ Father	_____ Brother (Younger)
_____ Mother	_____ Sister (Older)
_____ Brother (Older)	_____ Sister (Younger)

17. Give the number of other persons living in your home:

_____ Grandparents	_____ Roomers (only)
_____ Other relatives	_____ Light housekeepers
_____ Boarders & roomers	_____ Others
_____ Boarders (only)	

18. Do you share your bedroom with:

_____ One person
_____ Two persons
_____ Three or more persons

19. How many of each of these pieces of furniture and equipment are there in your home and in use:

_____ Dressers or chest of drawers	_____ Electric mixer
_____ Piano	_____ Vacuum cleaner
_____ Radio	_____ Washing machine
_____ Phonograph	_____ hand
_____ Organ	_____ power
_____ Beds	_____ Pressure cooker
_____ Cots	_____ Refrigerator
_____ Couches or davenport	_____ ice
_____ Cook stoves	_____ mechanical
_____ gas	_____ Sewing machine
_____ coal and wood	_____ foot
_____ electric	_____ electric
_____ kerosene	
_____ Iron	
_____ electric	
_____ flat	
_____ Carpet sweeper	

20. A. Do you select:

	<u>All</u>	<u>Part</u>	<u>None</u>
Your own clothing	_____	_____	_____
Family clothing	_____	_____	_____

B. Do you make:

Own clothing	_____	_____	_____
Family clothing	_____	_____	_____

C. Do you:

Dry clean own clothing	_____	_____	_____
Dry clean family clothing	_____	_____	_____
Darn or mend own clothing	_____	_____	_____
Darn or mend family clothing	_____	_____	_____

21. Do you:

	<u>Regularly</u>	<u>Occasionally</u>	<u>Never</u>
Bathe the children	_____	_____	_____
Dress or help dress the children	_____	_____	_____
Play games with children	_____	_____	_____
Read or tell stories to children	_____	_____	_____
Plan parties for children	_____	_____	_____
Sew for children	_____	_____	_____
Buy toys for children	_____	_____	_____
Buy books for children	_____	_____	_____
Prepare food for children	_____	_____	_____
Care for children of other families	_____	_____	_____

22. Are children left in your entire care:

All day	_____	_____	_____
Portion of the day	_____	_____	_____

23. What are the ages of children left in your care?

Infant to 18 months	_____	_____	_____
2 years to 6 ^{years} months	_____	_____	_____
6 years to 12 years	_____	_____	_____

24. Do you:	<u>Regularly</u>	<u>Occasionally</u>	<u>Never</u>
Help buy food for home use	_____	_____	_____
Plan meals at home	_____	_____	_____
Help plan meals at home	_____	_____	_____
Prepare meals at home	_____	_____	_____
Help prepare meals at home	_____	_____	_____
Iron or help with family ironing	_____	_____	_____
Wash or help with family washing	_____	_____	_____

25. List the home jobs you most like to do:

_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____

26. List the home jobs you most dislike to do:

_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____

27. Does your family eat together:	<u>Every</u>	<u>Twice</u>	<u>Once</u>	<u>Less</u>
	<u>meal</u>	<u>a day</u>	<u>a day</u>	<u>often</u>
At breakfast time	_____	_____	_____	_____
At dinner time	_____	_____	_____	_____
At supper time	_____	_____	_____	_____

28. Are meals served in the

Dining room	_____	_____	_____	_____
Breakfast room	_____	_____	_____	_____
Kitchen	_____	_____	_____	_____

29. How often do you help with any of these at home or elsewhere:

	<u>Daily</u>	<u>Weekly</u>	<u>Seasonal</u>
Clean house	_____	_____	_____
Clean a portion of house	_____	_____	_____
Have entire charge of cleaning house	_____	_____	_____

30. What is your parents attitude toward you?

_____ Indifferent
 _____ Disagreeable
 _____ Affectionate

31. Does your:

Mother have a happy disposition	_____ Yes	_____ No
Father have a happy disposition	_____ Yes	_____ No

32. Do you believe your parents have a favorite child?

Mother	_____ Yes	_____ No
Father	_____ Yes	_____ No

33. Are your parents usually interested in helping you to do the things you most want to do? _____ Yes _____ No

34. Do you get on well with these members of your family:

Father	Yes	No	Brothers (Younger)	Yes	No
Mother	Yes	No	Sisters (Older)	Yes	No
Brothers (Older)	Yes	No	Sisters (Younger)	Yes	No

35. Has friction or disagreement sometime been caused in your home due to any of the following?

<input type="checkbox"/> Boarders	<input type="checkbox"/> Lack of cooperation
<input type="checkbox"/> Borrowing clothes	<input type="checkbox"/> Lack of nice things which one desires
<input type="checkbox"/> Cannot go places	<input type="checkbox"/> Lack of privacy
<input type="checkbox"/> Criticism by family members	<input type="checkbox"/> Members of family late to meals
<input type="checkbox"/> Disagreement over family car	<input type="checkbox"/> Relatives living in home
<input type="checkbox"/> Disagreement over radio program	<input type="checkbox"/> Selfishness
<input type="checkbox"/> Disobedience	<input type="checkbox"/> Shirking duties by certain members of family
<input type="checkbox"/> Disorderly appearance of house	<input type="checkbox"/> Step parent
<input type="checkbox"/> Do not get up on time	<input type="checkbox"/> Teasing
<input type="checkbox"/> Fault finding	<input type="checkbox"/> Too particular about housekeeping
<input type="checkbox"/> Going out at night	<input type="checkbox"/> Unfair division of money
<input type="checkbox"/> Jealousy	<input type="checkbox"/> Work not equally divided among family members
<input type="checkbox"/> Lack of approval of friends by parents	
<input type="checkbox"/> Lack of cheerfulness	
<input type="checkbox"/> Lack of consideration for others	

36. Check the following activities that your family usually does together at least once a week:

<input type="checkbox"/> Go to church	<input type="checkbox"/> Sing	<input type="checkbox"/> Walk
<input type="checkbox"/> Visit neighbors	<input type="checkbox"/> Play games	<input type="checkbox"/> Camp
<input type="checkbox"/> Go to parties	<input type="checkbox"/> Auto riding	<input type="checkbox"/> Listen to radio or other music
<input type="checkbox"/> Read aloud	<input type="checkbox"/> Dance	<input type="checkbox"/> Discuss
<input type="checkbox"/> List others		

37. List the magazines that your family subscribes to in your home:

_____	_____
_____	_____
_____	_____

38. How often do you go to: Less than Once a Twice a Three or more
once a week week week times a week

A. Movies

Once a month	Twice a month	Three or more times a month
-----------------	------------------	--------------------------------

B. Church

C. Club meetings

D. Parties

E. Dances

_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

39. How often do you go out: Once a Twice a Three or more
month month times a month

With (boys)

With (girls)

_____	_____	_____
_____	_____	_____

40. What types of amusement or social occasions do you attend with (girls)
(boys):

<u> </u> Dances	<u> </u> Movies
<u> </u> Parties	<u> </u> Football games
<u> </u> School socials	<u> </u> Basketball games
<u> </u> List others	
<u> </u>	

41. Have you been informed about sex?

At home Yes No By reading Yes No
At school Yes No From friends Yes No

42. Have you been instructed in social etiquette to be used:

	<u>Instructed at home</u>	<u>Instructed at school</u>
At school		
At parties		
At church		
On street		
On street car		
While visiting		
At home		

43. Have you at any time felt the need for more instruction in:

Social etiquette _____ Yes _____ No
Sex education _____ Yes _____ No

44. Check the following vocations in which you:

	Are now engaged	Have been engaged	Would like to be engaged
1. House work			
2. Maid			
3. Waiter or waitress			
4. Cook			
5. Butler			
6. Care of children			
7. Seamstress			
8. Caterer			
9. Restaurant or Tea room operator			
10. Teacher			
11. Designer			
12. Interior Decorator			
13. Nurse			
14. Dietitian			
15. Milliner			
16. Salesman			
17. Demonstration agent- farm or home			
18. Laundress			
19. Playground supervisor			
20. Homemaker			